



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 11481381
SAU: Sanford School Department
School: Willard School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

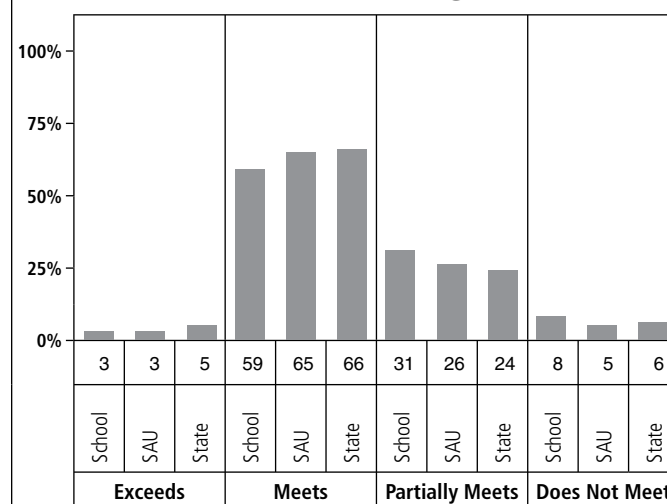
SAU: Sanford School Department

School: Willard School

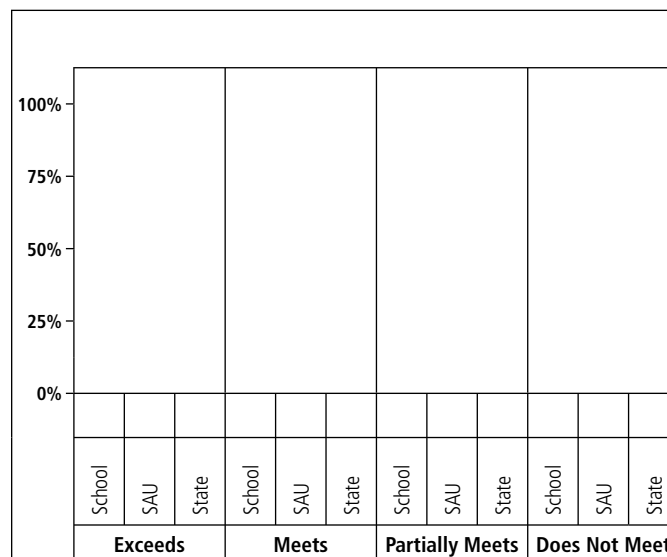
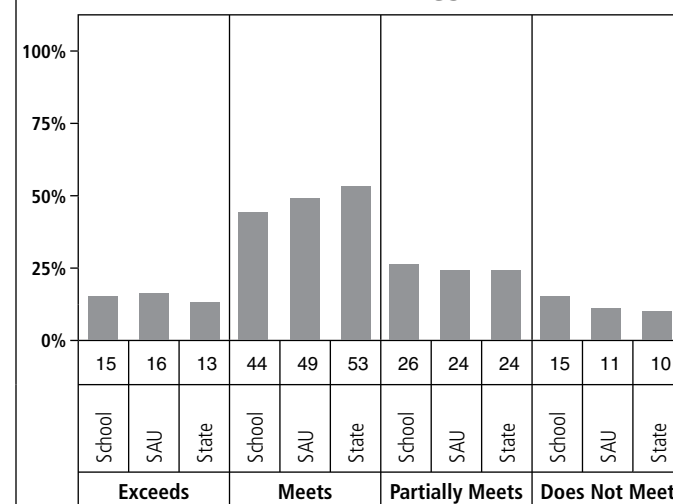
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	444	444	445
2007–2008	444	445	445
2008–2009	444	445	446
Cum. Avg.*	444	445	445
Mathematics			
2006–2007	442	442	445
2007–2008	444	445	445
2008–2009	446	447	446
Cum. Avg.*	444	445	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Sanford School Department
School: Willard School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	147	100	238	100	13805	100	145	99	234	98	13737	100	145	99	235	99	13746	100						
Ethnicity African American/Black	3	2	5	2	419	3	3	100	5	100	410	98	3	100	5	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	6	4	12	5	229	2	6	100	12	100	223	97	6	100	12	100	227	99						
Hispanic	2	1	2	1	149	1	2	100	2	100	148	99	2	100	2	100	148	99						
Caucasian/White	136	93	219	92	12883	93	134	99	215	98	12832	100	134	99	216	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	31	21	57	24	2383	17	31	100	55	96	2366	100	31	100	56	98	2364	99						
Current LEP	8	5	12	5	377	3	8	100	12	100	362	96	8	100	12	100	373	99						
Economically disadvantaged	85	58	135	57	5819	42	85	100	134	99	5782	99	85	100	135	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	111	76	164	69	10439	76	111	76	164	69	10471	76						
Identified disability (PET/IEP)	2	2	4	2	351	3	2	2	4	2	367	4						
LEP	6	5	6	4	171	2	6	5	6	4	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	34	23	63	26	3142	23	34	23	67	28	3138	23						
Identified disability (PET/IEP)	29	85	44	70	1860	59	29	85	48	72	1860	59						
LEP	2	6	6	10	186	6	2	6	6	9	198	6						
504 plan	1	3	3	5	71	2	1	3	3	4	73	2						
Other	3	9	13	21	1060	34	3	9	13	19	1043	33						
Participation through alternate assessment (PAAP)	0	0	7	3	155	1	0	0	4	2	137	1						
Identified disability (PET/IEP)	0	0	7	100	155	100	0	0	4	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	2	1	4	2	57	0	2	1	3	1	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Sanford School Department
School: Willard School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	9	6	11	5	507	4
	2007-2008	2	1	5	2	559	4
	2008-2009	4	3	7	3	672	5
	Cum. Total*	15	3	23	4	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	73	51	108	52	8749	63
	2007-2008	87	55	129	58	8308	59
	2008-2009	85	59	148	65	8917	66
	Cum. Total*	245	55	385	59	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	44	31	66	32	3467	25
	2007-2008	60	38	74	33	3922	28
	2008-2009	45	31	60	26	3241	24
	Cum. Total*	149	33	200	31	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	18	13	21	10	1165	8
	2007-2008	10	6	14	6	1264	9
	2008-2009	11	8	12	5	751	6
	Cum. Total*	39	9	47	7	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.0	62.5	30.8	64.2	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	15.7	65.4	16.0	66.7	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	14.3	59.6	14.8	61.7	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Sanford School Department
 School: Willard School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	4	3	85	59	45	31	11	8	444	227	3	65	26	5	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	3										5	0	60	20	20	441	408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	6	0	0	5	83	1	17	0	0	448	12	8	83	8	0	449	221	9	62	22	7	447
Hispanic	2										2						146	1	64	28	6	445
Caucasian/White	134	4	3	76	57	44	33	10	7	444	208	3	64	28	5	445	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	31	0	0	10	32	15	48	6	19	438	48	0	50	35	15	441	2211	1	39	42	18	439
No	114	4	4	75	66	30	26	5	4	446	179	4	69	24	3	446	11370	6	71	20	3	448
Current LEP																						
Yes	8	0	0	7	88	1	13	0	0	448	12	8	83	8	0	448	357	3	42	36	19	440
No	137	4	3	78	57	44	32	11	8	444	215	3	64	27	6	445	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	85	2	2	42	49	33	39	8	9	442	127	2	57	33	7	444	5677	2	57	32	9	443
No	60	2	3	43	72	12	20	3	5	447	100	4	75	18	3	447	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	145	4	3	85	59	45	31	11	8	444	227	3	65	26	5	445	13575	5	66	24	6	446
Gender																						
Female	68	3	4	43	63	18	26	4	6	446	105	5	70	22	4	447	6580	7	68	21	5	448
Male	77	1	1	42	55	27	35	7	9	443	122	2	61	30	7	444	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	26	0	0	8	31	15	58	3	12	439	33	0	30	58	12	439	2127	1	48	42	9	441
No	119	4	3	77	65	30	25	8	7	446	194	4	71	21	4	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	3										4						324	27	72	1	0	458
No	142	3	2	83	58	45	32	11	8	444	223	3	65	27	5	445	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Sanford School Department

School: Willard School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	17	3	50	2	33	436	3	0	29	43	29	437	4	2	45	36	17	441
B. less than one hour	70	4	4	52	57	29	32	7	8	445	70	4	64	27	5	446	75	5	67	23	4	447
C. one to two hours	21	0	0	17	61	9	32	2	7	444	22	2	68	26	4	445	18	5	67	23	5	447
D. more than two hours	4	0	0	2	40	3	60	0	0	440	4	0	56	44	0	443	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	38	4	8	30	61	13	27	2	4	448	36	9	67	20	4	449	40	8	71	17	4	449
B. good	45	0	0	35	59	19	32	5	8	443	47	0	66	29	5	444	45	3	66	25	5	446
C. fair	9	0	0	5	42	5	42	2	17	439	12	0	62	31	8	441	13	1	54	35	10	442
D. poor	8	0	0	1	10	7	70	2	20	435	5	0	10	70	20	435	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	44	1	2	35	60	16	28	6	10	445	37	1	65	27	8	445	31	8	69	19	4	448
B. They match some of what I have learned.	39	3	6	27	53	21	41	0	0	446	45	5	65	29	1	446	53	4	68	23	4	447
C. They match just a little of what I have learned.	10	0	0	8	62	2	15	3	23	441	10	5	64	18	14	443	11	2	54	35	10	442
D. There is no match.	7	0	0	2	22	5	56	2	22	437	8	0	50	38	13	441	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	27	0	0	13	37	19	54	3	9	440	20	2	44	47	7	442	19	4	54	31	11	443
B. about the same as my regular schoolwork	63	2	2	52	64	20	25	7	9	446	70	3	71	21	5	446	63	6	69	22	4	447
C. easier than my regular schoolwork	10	2	15	7	54	4	31	0	0	448	10	10	57	33	0	447	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	23	0	0	10	33	15	50	5	17	439	20	0	45	43	12	440	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	53	2	3	47	69	17	25	2	3	447	55	4	70	23	3	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	23	2	7	14	47	11	37	3	10	444	25	4	63	27	6	446	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	12	1	6	10	63	4	25	1	6	447	11	4	67	25	4	447	21	8	68	19	5	448
B. 20 minutes to an hour	72	3	3	58	62	25	27	8	9	445	73	4	69	21	6	446	55	5	70	21	4	447
C. less than 20 minutes	5	0	0	0	0	5	71	2	29	436	7	0	33	53	13	439	13	2	57	33	8	443
D. I rarely read at home.	11	0	0	4	29	10	71	0	0	439	9	0	37	63	0	441	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	30	3	8	15	38	15	38	6	15	443	29	5	52	33	10	443	25	3	59	30	8	444
B. six to ten pages	24	0	0	18	58	10	32	3	10	443	26	0	69	25	5	445	24	4	64	26	6	445
C. eleven or more pages	46	1	2	39	65	18	30	2	3	446	45	4	67	26	3	446	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	40	0	0	0	0	2	100	0	0	439	40	0	0	100	0	439						
C.	20	0	0	0	0	0	0	1	100	430	20	0	0	0	100	430						
D.	40	0	0	1	50	1	50	0	0	442	40	0	50	50	0	442						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Sanford School Department
School: Willard School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	7	5	11	5	1054	8
	2007-2008	10	6	14	6	1321	9
	2008-2009	22	15	36	16	1712	13
	Cum. Total*	39	9	61	9	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	64	44	94	46	7394	53
	2007-2008	81	51	120	54	7079	51
	2008-2009	64	44	114	49	7270	53
	Cum. Total*	209	47	328	50	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	53	37	73	35	3729	27
	2007-2008	55	35	70	32	3955	28
	2008-2009	37	26	55	24	3219	24
	Cum. Total*	145	32	198	30	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	20	14	28	14	1735	12
	2007-2008	12	8	17	8	1642	12
	2008-2009	22	15	26	11	1408	10
	Cum. Total*	54	12	71	11	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	30.3	63.1	31.2	65.0	30.8	64.2
A. Number	20	42	12.5	62.5	12.9	64.5	12.5	62.5
B. Data	8	17	5.0	62.5	5.2	65.0	5.3	66.3
C. Geometry	10	21	6.6	66.0	6.7	67.0	6.5	65.0
D. Algebra	10	21	6.2	62.0	6.3	63.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 4

SAU: Sanford School Department

School: Willard School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	22	15	64	44	37	26	22	15	446	231	16	49	24	11	447	13609	13	53	24	10	446
Ethnicity																						
African American/Black	3										5	20	40	40	0	447	415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	6	2	33	3	50	0	0	1	17	453	12	25	67	0	8	453	225	22	45	20	12	448
Hispanic	2										2						147	3	58	30	10	443
Caucasian/White	134	20	15	58	43	35	26	21	16	446	212	15	49	25	12	447	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	31	1	3	6	19	10	32	14	45	434	52	2	33	35	31	436	2227	3	34	33	30	437
No	114	21	18	58	51	27	24	8	7	449	179	20	54	21	6	450	11382	14	57	22	7	448
Current LEP																						
Yes	8	2	25	4	50	1	13	1	13	451	12	25	58	8	8	451	370	7	35	31	27	439
No	137	20	15	60	44	36	26	21	15	446	219	15	49	25	11	447	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	85	11	13	31	36	24	28	19	22	443	131	13	43	27	18	444	5704	6	48	30	16	442
No	60	11	18	33	55	13	22	3	5	449	100	19	58	20	3	451	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	145	22	15	64	44	37	26	22	15	446	231	16	49	24	11	447	13603	13	53	24	10	446
Gender																						
Female	68	12	18	28	41	20	29	8	12	447	106	17	51	24	8	448	6591	12	54	24	11	446
Male	77	10	13	36	47	17	22	14	18	444	125	14	48	24	14	446	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	26	0	0	7	27	15	58	4	15	438	33	0	30	52	18	438	2131	3	41	38	18	440
No	119	22	18	57	48	22	18	18	15	448	198	18	53	19	10	449	11478	14	56	21	9	448
Gifted/talented program																						
Yes	3										4						324	64	34	2	0	464
No	142	19	13	64	45	37	26	22	15	445	227	15	50	24	11	447	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Sanford School Department

School: Willard School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	33	2	33	2	33	436	4	0	25	38	38	433	4	4	37	30	28	438
B. less than one hour	70	14	15	44	48	22	24	12	13	446	71	16	51	24	10	447	75	13	55	23	9	447
C. one to two hours	21	7	25	7	25	7	25	7	25	445	22	21	45	19	15	448	18	12	54	24	10	446
D. more than two hours	4	0	0	0	0	4	80	1	20	437	4	11	22	56	11	443	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	17	33	22	42	6	12	7	13	452	37	32	44	12	11	452	37	22	56	16	7	451
B. good	36	3	6	19	40	16	34	9	19	442	41	9	51	29	11	445	45	9	56	25	9	446
C. fair	21	1	4	8	30	12	44	6	22	439	18	3	41	41	15	441	14	3	46	34	17	440
D. poor	4	0	0	4	80	1	20	0	0	442	4	0	75	13	13	441	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	11	21	26	49	12	23	4	8	450	37	20	59	16	5	452	35	19	56	19	7	450
B. They match some of what I have learned.	40	10	19	22	42	13	25	7	13	446	46	17	48	24	11	446	51	11	56	25	8	446
C. They match just a little of what I have learned.	15	0	0	3	16	6	32	10	53	432	13	7	19	37	37	436	10	5	43	31	21	440
D. There is no match.	5	0	0	1	17	4	67	1	17	434	4	0	22	67	11	436	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	2	8	10	38	8	31	6	23	442	20	7	38	38	17	442	17	5	44	31	20	441
B. about the same as my regular schoolwork	60	13	17	35	46	19	25	9	12	447	60	16	56	19	9	448	62	13	57	23	7	448
C. easier than my regular schoolwork	20	6	24	7	28	6	24	6	24	445	20	28	35	23	14	449	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	4	29	4	29	6	43	435	9	15	25	25	35	439	7	6	36	32	27	438
B. 30–45 minutes	27	1	3	16	44	12	33	7	19	442	22	2	49	34	15	443	25	7	52	28	12	444
C. 45–60 minutes	15	3	16	6	32	9	47	1	5	444	23	10	47	37	6	446	38	14	56	22	8	448
D. more than 60 minutes	47	17	27	27	44	10	16	8	13	450	47	26	51	14	9	451	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	2	50	2	50	430	6	0	38	38	23	439	3	4	36	31	28	438
B. two or three days a week	11	0	0	8	53	6	40	1	7	443	17	6	67	22	6	448	12	13	51	26	10	446
C. two or three times each month	37	10	20	22	45	13	27	4	8	448	35	22	47	24	7	449	32	15	58	20	7	449
D. never or almost never	48	11	17	23	37	14	22	15	24	444	42	18	42	23	18	446	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	1	4	10	36	11	39	6	21	440	25	13	40	31	16	444	26	12	50	25	13	445
B. two or three days a week	29	9	24	14	37	9	24	6	16	447	30	19	50	22	9	449	32	14	57	21	7	448
C. two or three times each month	29	7	18	19	50	9	24	3	8	449	26	18	54	23	5	450	26	13	56	22	8	448
D. never or almost never	21	4	15	10	37	6	22	7	26	442	19	15	44	22	20	443	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	40	0	0	0	0	1	50	1	50	434	40	0	0	50	50	434						
C.	20	0	0	0	0	0	0	1	100	424	20	0	0	0	100	424						
D.	40	0	0	2	100	0	0	0	0	451	40	0	100	0	0	451						